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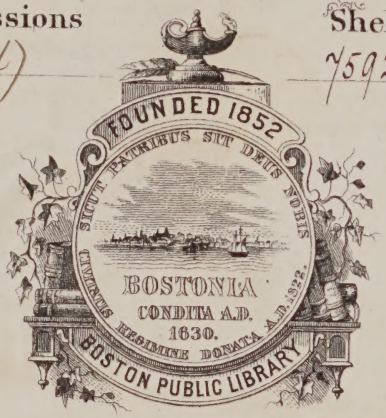

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THE NORMAL SCHOOLS

—OF—

MASSACHUSETTS.

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THE NORMAL SCHOOLS OF MASSACHUSETTS.

[*Reprinted, with some omissions, from the Congregational Quarterly for January*, 1861.]

The Normal Schools of Massachusetts are, like all others bearing that name, institutions established for the sole and special purpose of training teachers. It is held that the work of education requires as peculiar preparation as that of any other of the learned occupations. To give that preparation, the State supports — at its own expense, and thus free to the pupil, the Normal Schools now established, with the simple purpose of furnishing to the Public Schools of the Commonwealth teachers as well qualified as such special advantages can make them. It is not supposed that none are good teachers without such training; nor that such training will always insure good teachers; but it is confidently asserted that, other things being equal, the advantages of such a discipline are undeniably clear.

Occupying this ground, the Normal Schools neither supersede nor interfere with, High Schools, Academies, nor Colleges. They are superadded to each, as a necessity, not for the personal education of the pupil, but for his best preparation to educate others.

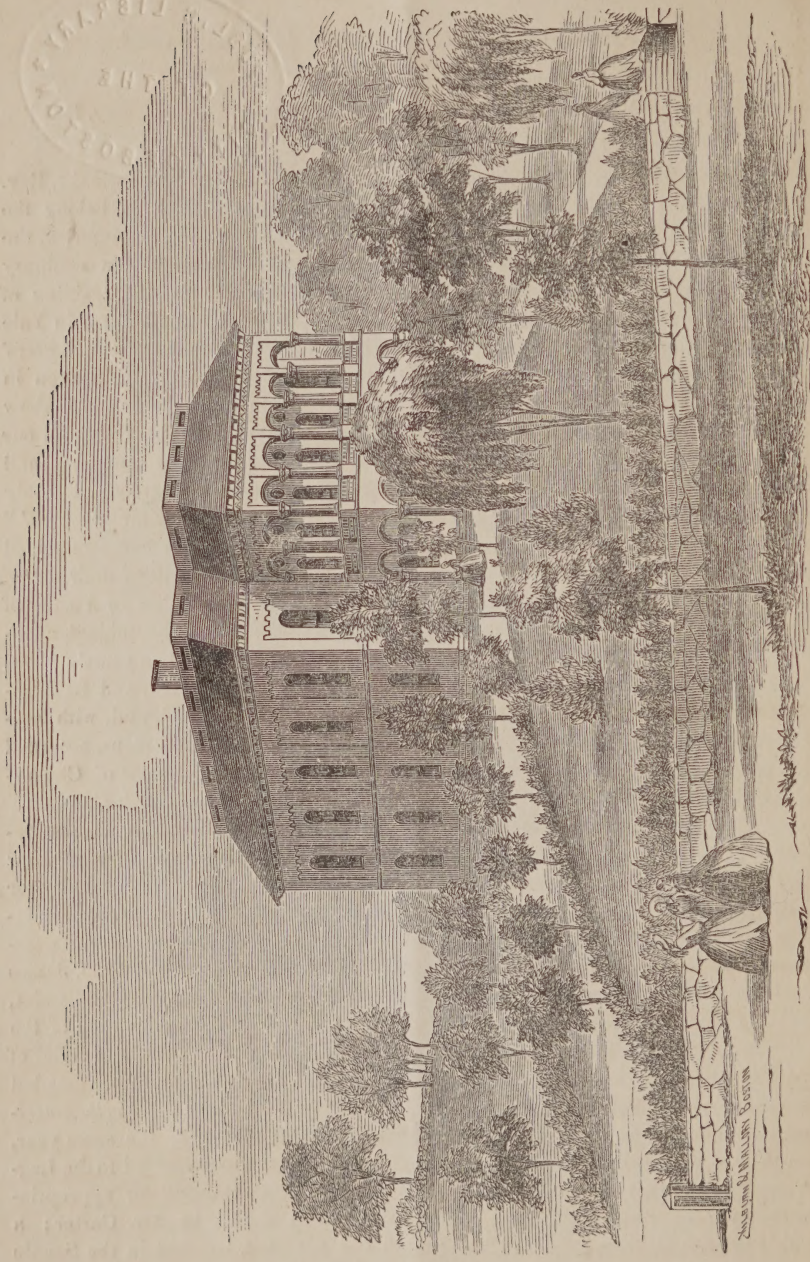
The first Normal School of the State, and we may add, the first State Normal School in America, was established in 1838.[1] It was but an experiment; its advocates dared call it nothing more. Years of patient argument had been required to secure even so much as the trial; and it succeeded so far as to be a trial, only when private generosity offered a munificent sum on condition of an equal amount from the treasury of the State.

"To Professor Denison Olmstead," says that intelligent and able educationist, Rev. B. G. Northrop, "seems to belong the credit of first advocating in America, the necessity and advantages of a seminary devoted exclusively to the training of teachers. In 1816, while a Tutor in Yale College, he delivered one of the Masters' Orations 'on the State of Education in Connecticut,' in which he aimed to show that the secret of the great defect in our school education was the ignorance and incompetency of the teachers, and the only remedy was a 'Seminary for teachers.'" He had been a teacher in common school and academy, and understood their wants. He had just matured a plan for a series of newspaper articles on the subject, advocating a school with a two years' course, admission on examination, and free tuition, — when he received, and, with hesitation on account of these plans, accepted the appointment of Professor of Chemistry in the University of North Carolina.

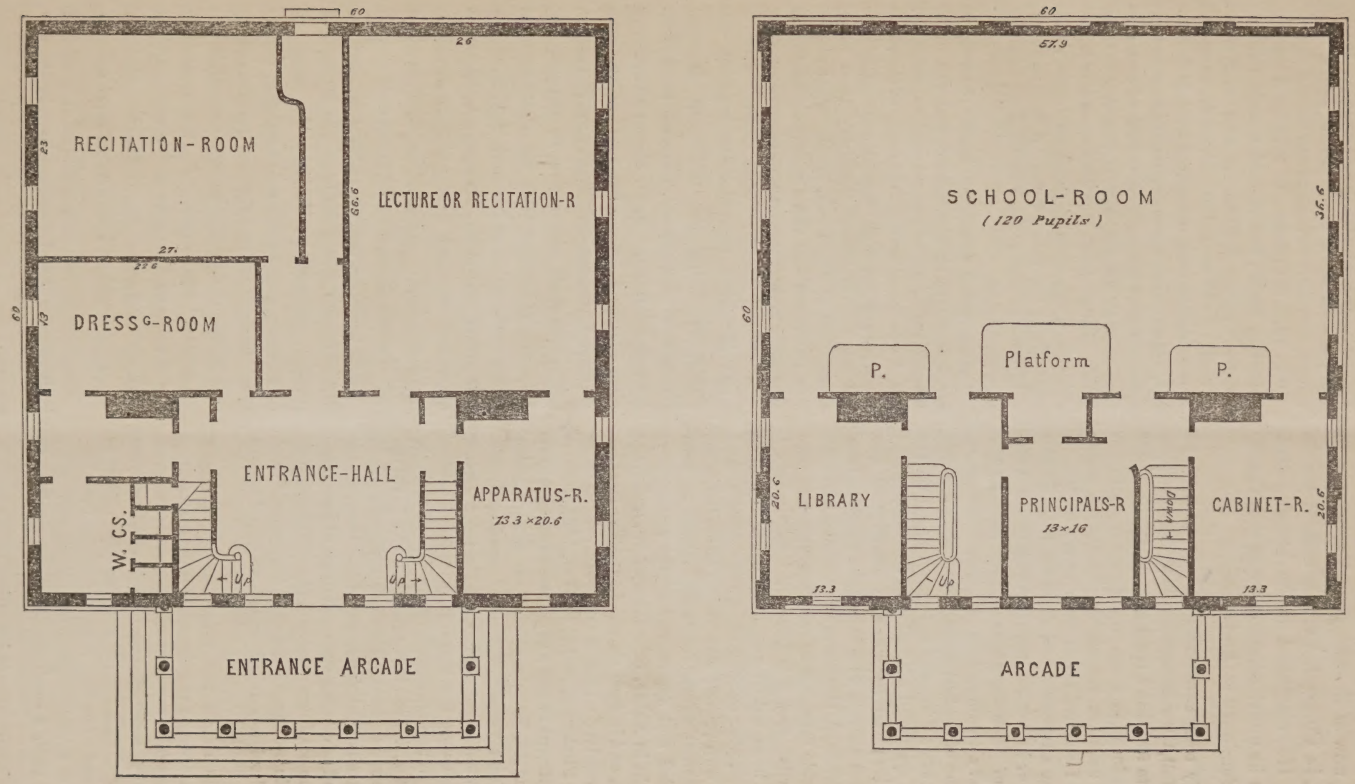
Nine years later, Governor Clinton recommended to the Legislature of New York the establishment of a Seminary for teachers; and repeated the recommendation the next year, but without any practical result. The same year, 1825, James G. Carter and Rev. Thomas H. Gallaudet, independently called the attention of the public to the same subject, in a series of articles, and their plans were commended by Professor Ticknor in the *North American Review* for 1827. In the same year, also, a memorial was presented to the Legislature of Massachusetts for appropriations to this object, by Mr. Carter; a bill was reported, but lost in the Senate by one vote.

What the State failed to do, was done by one man, whom we may be proud to

[1] This School, after two removals, is now located at Framingham; a view and the plans of the School building appear on the following two pages.



Exterior of the State Normal School at Framingham, Mass.



Plans of the Interior of the State Normal School at Framingham.

reckon still a pastor of an Orthodox Congregational Church. Rev. Samuel R. Hall, now of Brownington, Vt., opened, in 1823, in Concord, Vt., a school for teachers. He continued it for seven years, when he undertook the care of the Teacher's Seminary at Andover.

"My early advantages for education," says Mr. Hall,[1] "were very limited. This led me early to feel that I must educate myself, or fail of an education which would qualify me to become useful in the world. During my entire youth I suffered much from feeble health. I became a teacher when about twenty, and was more or less of the time devoted to the business of teaching consecutively for about a third of a century.

"One of the first convictions fastened on my mind, after I became a teacher, was that the whole system of education in the country was defective; that the time of scholars in the common schools was in a great measure lost. I determined, therefore, to do what I could by my feeble influence to reform abuses and correct evils. But I felt, as well I might, that I could hope but for very limited success. My services, poor as they were, were sought—and at my own prices; this was an encouragement that earnest efforts for reform would be both seconded and appreciated by the community. I taught in Maine, New Hampshire, and other States, and in each observed the same facts.

"I received a license to preach, while teaching at Fitchburg, Mass., in May, 1822, and an appointment to labor as a domestic missionary at Concord, Vt. In visiting the schools of the town and vicinity, I became convinced that more would be accomplished for their benefit by 'teaching the teacher' than in any other way. When requested by the church to settle as pastor, I made it a condition that I should be allowed to establish a seminary in the place, as a means of elevating the character of *teachers*, and advancing the usefulness of schools.

"The seminary was opened in March, 1823. Suitable buildings were soon after erected, and the school was incorporated by the Legislature.

"The school was more successful than I had any reason to expect; and those who went out from it as common school teachers were so generally successful that their services were greatly sought for in Vermont, New Hampshire, and Canada. A course of familiar lectures on school-keeping was given each year, and in 1829, a small volume was committed to the press, hoping thereby to awaken a wider interest in the subjects discussed. These lectures, though prepared under the pressure of the labor required by a large parish and a large school, met with unexpected success.[2]

"In 1830, the trustees of Phillips Academy, Andover, Mass., had erected a large building for an English department and a Normal School. I was invited to assume the charge of it as principal, and, though with much misgiving, did so. The seminary was opened in September of that year. The course of study in the Normal School was arranged for three years. But so great was the demand for teachers, that it was found difficult to retain young men during the full course. A few, however, completed it, and are still devoted to teaching as a profession.

"After seven years, my health became so much impaired by overtasking, and the unfavorable influence of the climate so near the sea, I was led to resign the charge of the seminary, and accepted an appointment of principal of the Teachers' Seminary then being established at Plymouth, N. H. That school was continued but three years, owing to the pecuniary embarrassments of the trustees."

To Mr. Hall undoubtedly belongs the credit of being the father of Normal Schools in America. "Here," says Hon. Henry Barnard, "in an obscure corner of New England, under the hand of one who was, to a remarkable degree, self taught, self prompted, and alone in planning it, was an institution with all the essential characteristics of a Normal School, eighteen years before the Massachusetts movement had reached that point of development which secured the establishment of the Normal School at Lexington."

The public mind was gradually becoming alive to the defects of the system of public instruction, through the want of a sufficient number of well qualified teachers. But, as usual in great public movements, the action of the few preceded the progress of the whole. At the session of the American Institute of Instruction held in Boston, August 29, 1836, one topic of discussion was "The Professional Educa-

[1] Manuscript letter to the writer.

[2] One edition of ten thousand copies was circulated in the schools of New York by the State itself. This book gave a remarkable impetus to a better system of teaching.

tion of Teachers." It was debated with the interest due to so important a subject, and resulted in the passage of the following:

"*Resolved*, That the business of teaching should be performed by those who have studied the subject of instruction as a profession. Therefore,

"*Resolved*, That there ought to be at least one Seminary in each State devoted exclusively to the education of teachers; and that this Seminary should be authorized to confer appropriate degrees."

On the succeeding day the Institute, after some discussion as to its language, adopted the following vote:

"*Ordered*, That the Board of Directors be instructed to memorialize the Legislature on the subject of establishing a Seminary for the education of teachers."

In accordance with this vote, a memorial was presented at the next session of the Legislature. It was an able and exhaustive paper. In support of its prayer "that provision may be made for the better preparation of the teachers of the schools of the Commonwealth," it alleged "a great want of well qualified teachers;" that this want was "felt especially by the most important and numerous class—the district schools;" that exertion to improve schools had "been met and baffled by the want of good teachers;" and this, notwithstanding the offer of the "highest salaries;" that "their place was supplied by persons exceedingly incompetent in many respects;" that experience was gained by those who have a fitness for the office "by the sacrifice, winter after winter, of the time and advancement of the children;" that "every school was liable to this waste; that many times no preparation is aimed at" on the part of teachers; and "the reaction of this deplorable incompetency of the teachers, upon the minds of the Committees," "threatened to continue the evil and render it perpetual." These statements were sustained in an argument of convincing force, and the remedy was shown. The paper,[1] signed by George B. Emerson, Samuel R. Hall, William J. Adams, D. Kimball, E. A. Andrews, Benjamin Greenleaf, and N. Cleaveland, as Committee, was from the pen of the first named experienced and faithful friend of public education.

In the Annual Address of Governor Everett to the Legislature in January, 1837, appeared the following suggestion: "I submit to the Legislature whether the creation of a Board of Commissioners of Schools, to serve without salary, with authority to appoint a Secretary on reasonable compensation, would not be of great utility." We mention this fact here because the creation of the Board of Education and the establishment of Normal Schools were virtually component parts of one measure in that time of beginnings, as the existence of both has been linked all through their history. In furtherance of this suggestion, a petition[2] was presented from a convention held in Bristol County, of which Cromwell Washburn was President, and P. W. Leland and James B. Congdon were Secretaries. And in aid of the memorial of the Institute, was a petition[3] from a Convention held January 24, 1837, of delegates from towns in Plymouth and Norfolk Counties, which had been prepared by Rev. Chas. Brooks.[4]

The plan for establishing a Board of Education was successful at the session of 1837; that for the education of teachers failed, though not for want of effort. A proposal was made in the House, January 11, that the "Committee on Education be instructed to inquire into the expediency of endowing some literary institution for the purpose of qualifying teachers," but was rejected. On the 14th, however, that

[1] Printed in House Documents for 1837, and numbered 12.

[2] Senate Documents, 44.

[3] House Documents, 14

[4] The labors of this gentleman in the cause deserve special mention. Convinced that the improvement of schools must come through improvement in teachers, he labored zealously, both in public and private, to satisfy the public mind of the necessity of Normal Schools. An excellent address by Mr. Brooks before the Institute, in 1837, embodies much knowledge acquired abroad.

Committee was ordered to consider the means needed for "the better education of teachers of the public schools." But no definite result was reached, except that in the original draft of the act establishing the Board of Education, was a section empowering the Board to secure the "better education of common school teachers of both sexes;" but that was struck out in the course of proceedings; and nothing appeared to be done, at that session, for Normal Schools.

But much was really accomplished in the establishment of the Board of Education. The suggestion of the Governor resulted in the reporting of a bill[1] in the House by Hon. James G. Carter, for the Committee on Education, March 24, 1837, which, after passing through the various stages, was approved April 20,[2]— the only test vote being upon the passage to a third reading in the Senate, when the records read twenty-five yeas, one nay. By that Act, the Board of Education was constituted upon a foundation never since modified. It was made to consist, in addition to the Governor and Lieutenant Governor, *ex-officiis*, of eight members by appointment, each serving eight years, and one retiring each year.[3] No control over schools was given it; nor was it to arrange subjects for legislation; its duties were, first, to prepare and lay before the Legislature, in a printed form, on or before the second Wednesday in January, annually, an abstract of the School Returns; secondly, "to collect information of the actual condition and efficiency of the Common

[1] House Doc., 1837, No. 50. Senate Doc., No. 81.

[2] The bill was taken up April 14, and considered in Committee of the Whole, which reported favorably, with some amendments; was ordered to a third reading; it was so read, April 15, amended, and passed to be engrossed. The Senate received it April 17; it was referred to the Committee on Education, reported back without amendment, and was ordered to a third reading; on the 18th it passed to be engrossed; on the 19th, passed to be enacted in both branches; and on the 20th, was approved by the Governor.

[3] The members of the Board of Education have been as follows; the small figure preceding each name will enable the reader to trace the order of successive terms of office,—it being remembered that vacancies in unexpired terms are filled only for the remainder of the term; the letter *r* preceding any date in the last column, denotes "resigned;" *d* denotes "deceased;" all others completed their regular terms:—

Names.	Commissioned.	Service Expired.
Edward Everett, LL.D., *ex officio*,	1837.	1840.
George Hull, *ex officio*,	1837.	1843.
[1] *Hon. James G. Carter,	May 25, 1837.	May 25, '38.
[2] Rev. Emerson Davis, D.D.	" 1837.	" '39.
[3] *Hon. Edmund Dwight,	"	" '40.
[4] *Hon. Horace Mann, LL.D.	"	r. June, '37.
[5] Hon. Edward A. Newton.	"	r. Jan., '39.
[6] *Hon. R. Rantoul, jr., A.M.,	"	May 25, '43.
[7] *Rev. Thos. Robbins, D.D.,	"	" '44.
[8] Hon. Jared Sparks, LL.D.,	"	r. Jan. 22, '41.
[4] Rev. Geo. Putnam, D.D.,	July 7, 1837.	May 25, '41.
[1] Hon. Chas. Hudson, A.M.,	Apr. 25, 1838.	" '46.
[5] Hon. Geo. N. Briggs, LL.D.	Jan. 15, 1839.	" '42.
[2] Hon. William G. Bates,	July 1, 1839.	" '47.
Marcus Morton, LL.D., *ex officio*,	1840.	'41.
[3] Hon. John W. James,	Apr. 17, 1840.	May 25, '48.
John Davis, LL.D. *ex officio*,	1841.	'42.
[8] Hon. Elisha Bartlett,	Mar. 12, 1841.	r. Jul. 29, '42.
[4] Rev. H. Humphrey, D.D.,	May 13, 1841.	May 25, '49.
[8] *Hon. S. C. Phillips, A.M.,	Sep. 15, 1842.	" '45.
[5] Rev. Barnas Sears, D.D.,	" 1842.	r. No. 16, '48.
Marcus Morton, LL.D., *ex officio*,	1843.	'44.
[6] Rev. E. H. Chapin, D.D.,	Apr. 26, 1843.	r. May 9, '48.
Geo. N. Briggs, LL.D., *ex officio*,	1844.	'51.
John Reed, *ex officio*,	1844.	'51.
[7] Rev. H. B. Hooker, D.D.,	May 10, 1844.	May 25, '52.
[8] Hon. Stephen P. Webb,	July 2, 1845.	r. Feb. 2, '46.
[8] *Hon. Stephen C. Phillips,	Feb. 2, 1846.	May 25, '53.
[1] *Hon. Thomas Kinnicutt, A. M.,	Nov. 20, 1846.	" '54.
[2] Rev. Emerson Davis, D.D.,	Aug. 27, 1847.	" '55.
[6] Hon. John A. Bolles,	May 10, 1848.	" '51.
[3] *Jos. W. Ingraham, A.M.,	Apr. 24, 1848.	d. '48.
[3] Geo. B. Emerson, LL.D.,	Oct. 24, 1848.	r. '55.
[5] Rev. Chas. K. True, D.D.,	Feb. 20, 1849.	May 25, '50.
[4] Rev. Mark Hopkins, D.D.,	July 3, 1849.	" '57.
[5] Rev. E. Otheman, A.M.,	May 3, 1850.	" '58.
Geo. S. Boutwell, LL.D., *ex officio*,	1851.	'53.
Henry W. Cushman, *ex officio*,	1851.	'53.
[6] Hon. Isaac Davis, LL.D.,	July 8, 1851.	May 25, '59.
[7] Rev. A. H. Vinton, D.D.,	May 20, 1852.	r. De. 18, '54.
John H. Clifford, LL.D., *ex officio*,	1853.	'54.
Elisha Huntington, *ex officio*,	1853.	1854.
[8] George S. Boutwell, LL.D.,	July 1, 1853.	r. Oc. 6, 1855.
Emory Washburn, LL.D., *ex officio*,	1854.	1855.
Wm. C. Plunkett, *ex officio*,	1854.	1855.
[1] Henry Wheatland, A.M., M.D.,	July 7, 1854.	
[7] Rev. Hosea Ballou, 2d, D.D.,	Dec. 20, 1854.	r. 1858.
H. J. Gardner, LL.D.,	*ex officio*, 1855.	1858.
Hon. Simon Brown, *ex officio*,	1855.	1856.
[2] Ariel Parish, A.M.,	Sept. 3, 1855.	
[3] C. C. Felton, LL.D.,	Oct. 8, 1855.	1856.
[8] Rev. A. H. Quint, A.M.,	Oct. 23, 1855.	
H. W. Benchley, *ex officio*,	1856.	1858.
[3] C. C. Felton, LL.D.,	May 23, 1856.	
[4] Rev. W. A. Stearns, D.D.,	June 2, 1857.	
N. P. Banks, LL.D., *ex officio*,	1858.	
Eliphalet Trask, *ex officio*,	1858.	
[5] Rev. E. O. Haven, D.D.,	July 2, 1858.	
[7] Rev. R. Tomlinson,	June 29, 1858.	1860.
[6] David H. Mason, A.M.,	Feb. 2, 1860.	

The officers of the Board have been as follows:

Secretaries.

*Hon. Horace Mann, LL.D.,	1837.	r. May 20, 1848.
Rev. Barnas Sears, D.D., Sept. 12, '48.		r. Aug. 30, 1855.
Geo. S. Boutwell, LL.D., " 7, '55.		r. 1860.

Assistant Secretary.

Rev. Samuel C. Jackson, D.D., 1849.

Treasurers.

Hon. Charles H. Mills, June 2, 1838.		r. Dec., 1848.
Hon. J. T. Stevenson, Nov. 25, 1848.		r. " 1851.
*Hon. T. Kinnicutt, A.M., Dec. 10, '51.		d. 1858.
George B. Emerson, LL.D.,	1858.	

Schools, and other means of Popular Education, and to diffuse as widely as possible, through every part of the Commonwealth, information of the most approved and successful methods of arranging the studies and conducting the education of the young;" and, thirdly, to make to the Legislature, annually, a detailed report of its doings, with such observations as their experience and reflection might suggest, upon the condition and efficiency of our System of Popular Education, and upon the most practicable means of improving and extending it. It should be added that the services of the Board were to be, and are, entirely gratuitous.

The Board organized on the 29th of June, 1837; and in its first Annual Report, urged upon the Legislature the importance of the education of teachers. It said that "it must be admitted, as the voice of reason and experience, that institutions for the formation of teachers must be established among us, before the all-important work of forming the minds of our children can be performed in the best possible manner;" it supported this statement with arguments from the nature of the case, and from facts of observation; it appealed to the successful experience of other countries, where schools for teachers had been tried; and it expressed the sanguine hope that Massachusetts would soon be furnished with such institutions. At the same session, were presented also petitions from the "Town of Nantucket" and the "Nantucket County Association," for the establishment of Normal Schools.

The anticipations of the Board were speedily realized. On the 12th of March, 1838, the Secretary communicated to the Legislature the fact that private munificence had placed at the Board's disposal,[1] $10,000, to be expended under its direction for the qualifying of teachers, on condition that the State would place in the hands of the Board $10,000 more, for the same purpose. A Joint Committee, of which Hon. James Savage was Chairman, reported, and ably argued for, the appropriation requested. The Resolutions to that effect were introduced into the House, March 22, 1838,[2] and were approved by the Governor, April 19.

In the disposal of this money, no restrictions as to form or detail were imposed upon the Board; nor had they any guide in existing institutions. European schools could hardly be a model for American. Regarding the whole enterprise, therefore, as a matter of experiment, and knowing that the mass of the people were undecided as to the plan itself, they proceeded with great caution. The amount at their disposal they concluded to appropriate to a three years' trial in three different localities. Finding considerable interest to exist on the subject of location, they determined to be partially governed in selection by evidence of the most liberal co-operation on the part of the citizens. The result was that, Lexington, Barre, and Bridgewater, were selected for the three schools. Lexington and Barre were decided upon, December 27, 1838; and Bridgewater, May 28, 1840. In each case the Board agreed to keep the school at the place selected, on condition that buildings should be provided, and other pecuniary aid furnished. Lexington provided a building, and citizens gave $543 towards its fitting up and furnishing; Barre, the building and $500; and Bridgewater the same. The schools were opened, at Lexington, July 3, 1839; at Barre, September 4, 1839; and at Bridgewater, August 10, 1840. No other school was established till 1854.

[1] The generous donor was Hon. Edmund Dwight, then a member of the Board, who died April 5, 1849. When the Secretaryship was established, he had personally added to the small salary allowed by the State, and by will continued the same amount, $500 per annum, for three years after his death.

[2] The Resolutions were taken up and passed to be engrossed, April 10th; on the same day, were sent to the Senate, and by a vote of 143 to 46, were ordered to a second reading; were read again, April 12, and passed to be engrossed; to be enacted, in both branches, April 18; and were approved by the Governor, April 19. A vote by yeas and nays, upon the passage to the engrossing, in the Senate, reads, thirty-one yeas, one nay.

These three schools thoroughly tested the theory. Each was fortunate in its Principal. For Lexington, Rev. Cyrus Pierce,[1] then of Nantucket, was selected June 21, 1839,—a man endowed with remarkable qualifications for such a post. Prof. Samuel P. Newman, who took charge of the school at Barre, the first in order of election of the three Principals, having been chosen May 30, 1839, brought with him an excellent reputation from his Professorship of Rhetoric in Bowdoin College; and Capt. Nicholas Tillinghast imbued the Bridgewater school with a spirit it still exhibits.

But it was no easy work to establish the system in the minds of the public. The school at Lexington opened with but three pupils, though before the close of the year it numbered over twenty. It met with great opposition. It was a novelty, and Massachusetts is slow to adopt new things. Private and endowed institutions, in many cases, arrayed their influence against it. Denominational sensitiveness was vigorously and persistently appealed to. Fears lest sectarian influences should become paramount, were linked with hostility because sectarian doctrines were excluded. The inertia of many teachers threw its dead weight into the attack. The imaginary "centralization" of the Board was held up as anti-republican. So strong was the early opposition that it was feared that the first school would meet with a speedy death. But the faith and ability of its Principal, Cyrus Pierce,[2] prevented that; "I would rather die," said he, "than fail in the undertaking;" and he succeeded. The influence of such men as Adams, Everett, Rantoul, Webster, and Channing; and the power exerted among believers of our own doctrines, by such ministers as Rev. Drs. Thomas Robbins, and Emerson Davis, and later, President Humphrey, and Rev. Dr. Henry B. Hooker, whose influence, as members of the Board of Education, our churches knew would never be used against our faith;[3] and the good, practical results which speedily appeared,—carried the system through its days of crisis. When the three years' trial was ended, the Board of Education, in a special report,[4] made after examination by a special Committee, (of which Hon. William G. Bates was chairman,) unanimously declared that the experiment was successful, and asked, as the $20,000 had been almost entirely expended, that provision be made for the further support of the schools. The request was successful. The Legislature, by Resolve approved March 3, 1842, appropriated $6000 annually to the schools for three years.

It is worthy of notice that this action was but two years subsequent to a violent attack upon the schools, and upon the Board with which they seemed to be linked. In the Legislature of 1840, the Committee on Education reported to the House an urgent and decided argument against both, together with a bill to repeal all the acts establishing them. This was on the 7th of March; the report was laid on the table, and ordered to be printed,

[1] Rev. Jacob Abbott had been first chosen, but declined, as he did a proposal to take his choice of the schools.

[2] Born in Waltham, Ms., August 15, 1790, baptized August 22; graduated H. C. 1810; teacher at Nantucket for several years; studied Divinity at Cambridge for three years; ordained over the Unitarian Church in North Reading, May 9, 1819, as colleague with Rev. Eliab Stone, (who died Aug. 31, 1822); dismissed May 19, 1827; taught four years at North Andover, and six at Nantucket; July 3, 1839, entered on his labors at Lexington; resigned in three years, on account of ill health, but returned to the school (removed to West Newton,) three years after; again resigned five years after; visited Europe; taught again in private school; and died April 6, 1860; he sleeps near the spot where, while a student in College, in 1807, he began his career as a teacher, and where, in 1858, it closed.

[3] The Orthodox men who adhered to the progressive measures, felt that time would remove some accidental causes of disturbance, and harmonize both sides, and so they waited patiently. The results have proved their wisdom; in five years' somewhat intimate connection with the Normal Schools, and other State educational interests, we have never yet seen the slightest appearance of a denominational thought in the mind of a single person charged with their oversight.

[4] Fifth Annual Report, 1842.

and on the 10th, a thousand copies additional.[1] On the 11th, a minority report was presented,[2] of which two thousand copies were ordered. The bill was postponed, by special assignments, until the 19th; in the intermediate time, various petitions were received in favor of the schools, and the apparent current against them was reversed; and the bill was refused a third reading, by 182 to 245. The arguments used on this occasion against the measures assailed, were rather anticipations of future harm than exhibitions of existing evils. Other attacks have since been made, but without success. The last, (entirely futile,) was before the Legislature of 1860, the character of which may be judged from the fact that the petitioners declare "knowledge to be a power to do evil, and that the possessors of superior knowledge employ it to fleece those who have less; that there are already too many learned men; that the State is oppressed with them; that colleges are a nuisance; that the professions of theology, law and medicine are overcrowded, and yet that, though the supply exceeds the demand, the articles grow dearer and dearer, contrary to the usual laws; that every graduate becomes a burden to the community, incapable of rendering a substantial equivalent for his support, and yet eating up the over-produce of any five ordinary men."[3]

The School at Lexington having outgrown its accommodations, was removed, in September, 1844, to West Newton; and that at Barre, to Westfield, in 1844, — a removal from Barre being authorized May 25, 1842, and directed May 31, 1843. The last named, with that at Bridgewater, had from the beginning, very inadequate accommodations. In the winter of 1845, a memorial was presented to the Legislature, by Charles Sumner, R. C. Waterston, G. F. Thayer, Charles Brooks, and William Brigham, a "Committee of Friends of Education," setting forth the utility of the system of Normal School training and the want of proper buildings, apparatus, and libraries, for these two schools; and concluding with asking an appropriation of $5,000, conditional on the contribution of $5,000 more from individuals, which they was authorized to pledge.[4] On the unanimous recommendation of the Committee on Education, the Legislature granted the petition. Buildings were erected at each place, and the schools have since remained in their respective localities. To provide "a more commodious site and building, and the necessary appurtenances and apparatus," for the School at West Newton, the State, April 10, 1852, appropriated $6,000. Proposals from Framingham decided the removal of the school to that place; a building was erected, and on the 15th of January, 1854, was dedicated to its use. This building cost more than an-

[1] House Documents, No. 48. Common School Journal, 1840,—with two speeches, pro and con.

[2] House Documents, No. 53.

[3] A choice specimen of some petitions then presented is as follows:

"All our children in mass from 15 years old & under to have an equal chance in education & to do, this I would recomend a law that such schools shall be maintained at least seven months in the year, and that their Prudential committees shall employ good & efficient teachers to teach the most advanced under fifteen years old & older if the district determine & that all cases of trouble with the teacher shall be settled by a majority of those present at a leagally called meeting provided it cannot be amicably settled by the Prudential committee and that it shall be the duty of the Prudential Committee to canvass the district at the commencement of each term of the school, & if any children who are *compus mentus* are deprived of school for want of food or raiment, he shall forthwith supply them with such things as he may judge nessessary at the expense of the town and that he shall see and that the prudential committee shall receive such compensation as the district shall determine & now I ask you mr chairman to see that such laws are passed as is nessessary to carry out this sistem"

He further demanded "the abolition of the Board of Education, who are prodigating the people's money, & sticking their hands into the money up to their elbows. till their eyes stick out with fat;" he demanded it "in the name of the Great Jehovah and the Continental Congress," who for their blessed deeds (as he said in another place) "have been judged worthy to enter their fathers house not made with hands and eternal in the heavens & that to day are ranging those bright elysium fields that surround their father mansion—"

[4] The money was paid, July 17th.

ticipated, the whole amount being $15,750. The town of Framingham paid $2,500; the Boston and Worcester Railroad Company, $2,000; old furniture brought $250 more; and the deficiency of $5,000 was met by the State.

Still another school becoming necessary, the Board, upon petition for increased accommodations, recommended in 1853, that a fourth be established in Essex County. The Legislature adopted the recommendation, and, by Resolve approved April 16, 1853, appropriated $6,000 for that purpose. The city of Salem exhibited claims, in its population, ease of access, and generosity, which could not be overlooked; and a building there was dedicated September 14, 1854, which cost $18,500, of which the State had paid only the $6,000; the remainder, with the exception of $2,000 from the Eastern Railroad Company, was paid by the city. The plans of this building are on pp. 11, 12.

The appropriation, in 1853, of $1,000 annually to each School, for distribution among the pupils, with a view to neutralize the variation in expenses caused by the various distances of the different pupils from the schools, completed the features of the State system. Private thoughtfulness, however, added to the means of success, in a bequest by Henry Todd, Esq., who died March 2, 1849, and by whose will the Board of Education, in trust for the schools, received as residuary legatee, the sum of $11,797 72, only the income of which is to be annually expended so as to be a clear addition to what would otherwise be at the disposal of the Board for the Normal Schools.

The following table exhibits the amount of money actually expended on the Normal Schools from the beginning, with the sources from which derived. The table, if incomplete, is so only in regard to donations from individuals:

	Support of the Schools.				For Erection of Buildings.			
	Paid by the State.	Paid by Individuals.	From Todd Fund.	Total.	Paid by the State.	Paid by Ind. or Towns.	Total.	Aid to Pupils.
1839	$763.43½	$763.43½	.....	$1,526 87	$317.52 *a*	$1,360 52 *b*	$1,688.04	
1840	2,123.57	2,123.57	.....	4,247.14	.....	500.00	500.00	
1841	2,849.13½	2,849.13½	.....	5,698 27	55.58	55.58	111.16	
1842	1,669.62	1,669.62	.....	3,339.24	.....	.....	.....	
1843	1,838.80½	1,838,80½	.....	3,677.61	250.00	250.00 *c*	500.00 *d*	
1844	4,525.42	132.33	.....	4,657.75	500.00	560.00 *e*	1,060.00 *f*	
1845	6,687.71	.....	.....	6,687.71	.....	.....	.....	
1846	5,379.50	.....	.....	5,379.50	5,000.00	6,500.00 *g*	11.500.00	
1847	5,723.48	.....	.....	5.723.48	1,350 00	.....	1.350.00 *h*	
1848	6,105.35	.....	.....	6,105,35	370.00	.....	370 00	
1849	5,768.01	.....	.....	5,768.01	200.00	.....	200.00	
1850	7,351.66	.....	———	7,351.66	.....	.....	.....	
1851	7,748.32	.....	$350.00	8,098.32	.....	.....	.....	
1852	8,410.46	.....	360.00	8,770.46	.....	.....	.....	———
1853	8,222.00	.....	311.87	8,533 87	4,366.72	3,275.03 *i*	$7,641.75	$170.00
1854	9,689.64	.....	927.70	10,617.34	5,902.79	13 729.97 *i*	19,622.76	1,554.50
1855	13,094.32	.....	999 00	14,093 32	2,882.79	.....	2,882,79	1,844.50
1856	12,775.38	.....	461.00	13,236.28	4,814 25	.....	4,814.25	3,372.18
1857	13,028.32	.....	550.00	13,578.32	2 211.01	.....	2,211.01	4,026.00
1858	13,218.64	.....	775.00	13,993.64	98.14	.....	98.14	3,997.43
1859	14,270.14	.....	925.00	15,195 14	.....	.....	.....	3,878.00
Total.	$151,242.91½	$9,376.89½ *j*	$5,659.57	$166,279.38	$28 318.80	$26,231.10	$54,549.90	$18,842.61

a. Actually expended, though not paid till 1840.

b. Including $317.52 from the Dwight Donation.

c. From the Dwight Donation.

d. For release from obligations at Barre.

e. From citizens of West Newton.

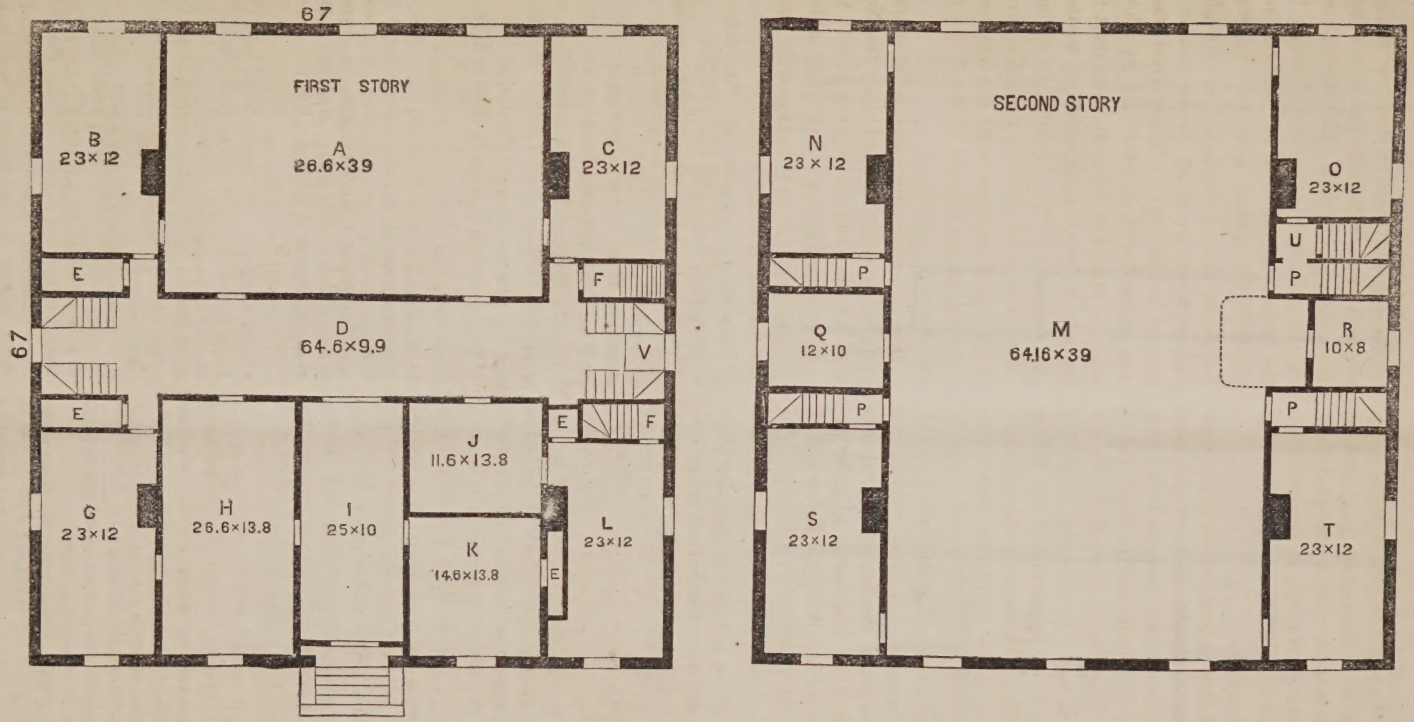
f. For School at West Newton; Mr. Quincy's Donation not included, because the property was invested in Mr. Mann's name, and became part of his estate.

g. Including the contributions from Bridgewater and Westfield.

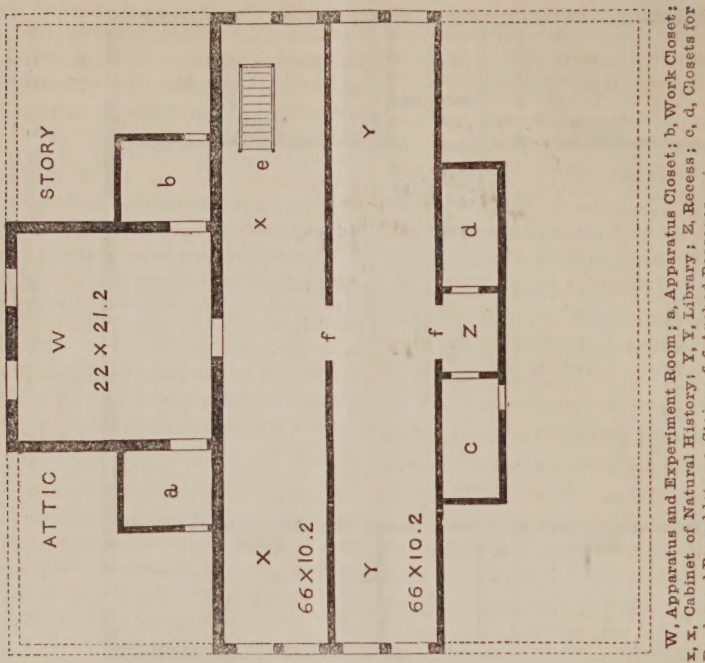
h. Special appropriation for alterations at West Newton.

i. From Framingham and Salem, towards schools there.

j. Which, with $623.10½, applied for buildings, makes the $10,000 contributed by Hon. Edmund Dwight.



The STATE NORMAL HALL, at Salem, Ms., is a Brick Building, sixty-seven feet square. I, Entrance Hall; K, Reception Room; D, Long Passage; J and L, Dressing Rooms; A, Lecture and Music Room; B, C, G, H, N, S, T, Recitation Rooms; E, E, E, E, Closets; F, F, Cellar Stairs; V, Water Tank for Closets below; U, Stairs to Library, Apparatus, &c., above; M, Principal School Room; P, P, P, P, Stairs connecting the two Stories; Q, Room for Books of Reference; O and R, Teachers' Rooms.



W, Apparatus and Experiment Room; a, Apparatus Closet; b, Work Closet; x, x, Cabinet of Natural History; Y, Y, Library; Z, Recess; c, d, Closets for Books and Pamphlets; e, Stairs; f, f, Arched Passages.

The table on p. 10 shows that the State has expended upon the Normal Schools,—

Erection and Furnishing of Buildings,	$28,318.80
Support of Schools, ...	151,242.91½
Aid to Students, ...	18,842.61
TOTAL, ...	$198,404.32½

If any person should deem this aggregate extravagant—we had prepared a table showing the amount of expenditures by the State government in various reformatory, correctional, and charitable departments, collated from the several auditors' reports; but our space forbids its insertion. We make room, however, for the aggregates, premising, that if we have overlooked any item, it renders the comparison less favorable to the schools:

CHARITABLE.	
To the Blind, ...	$211,900.28
" Deaf and Dumb, . . .	138,799.63
" Eye and Ear Infirmary, . .	67,500.00
" School for Idiots, (11 years,) .	83,375.00
" Lunatic Asylums, . . .	475,752.94
" Paupers and Almshouses, .	2,812,012.64
TOTAL, ...	$3,789,340.49
CORRECTIONAL.	
For the State Prison, (16 years,) .	$374,197.26
" Reform Schools, (13 years,) .	584,591.08
TOTAL, ...	$958,788.34

Lists of the teachers of the several schools, with some other facts, follow.

The School at FRAMINGHAM was opened at Lexington, July 3, 1839; removed to West Newton, September, 1844; and to Framingham, January 15, 1854; on the latter occasion, an appropriate address was delivered by George B. Emerson, Esq., a member of the Board.

The teachers, and their time of service, have been as follows:—

PRINCIPALS.	COM.	ENDED.
Rev. Cyrus Peirce, A. M.,	July, 1839.	July, 1842.
Rev. Sam'l J. May, A. M.,	Aug. 1842.	Aug. 1844.
Rev Cyrus Peirce, A. M.,	Sept'r, 1844.	April, 1849.
Rev. E. S. Stearns, A. M.,	May, 1849.	Sept. 1855.
George N. Bigelow, A. M.,	Sept'r, 1855.	
ASSISTANTS		
* Caroline Tilden,	Sept'r, 1842.	Apr. 1847.
Emily Johnson,	Oct'r, 1842.	Apr. 1843.
Electa N. Lincoln,	May, 1843.	July, 1850.
Sarah Watson,	Dec'r, 1846.	July, 1849.
* Mary Livermore,	Dec'r, 1846.	April, 1847.
Emily L. Shaw,	April, 1849.	July, 1849.
Rebecca M. Pennell,	Aug. 1849.	Mar. 1853.
Lucretia Crocker,	Sept'r, 1850.	Sept. 1854.
Georgiana Whittemore,	Sept'r, 1850.	Sept. 1852.
Mary E. Bridge,	Sept'r, 1852.	Nov. 1853.
Abby C. Gardner,	Sept'r, 1853.	Sept. 1854.
Fanny A. Parsons,	April, 1854.	Mar. 1855.
Caroline G. Greely,	Sept'r, 1854.	Sept. 1855.

Elizabeth G. Hoyt,	March, 1855.	Feb.	1857.
Mary E. Wilson,	April, 1855.	Dec.	1855.
Mary E. Bridge,	Sept'r, 1855.	July,	1858.
Frances L. Babcock,	Dec'r, 1855.	Sept.	1856.
Anna C. Brackett,	Oct'r, 1856.	Feb.	1858.
Frances Merritt,	Sept'r, 1857.	Sept.	1859.
Lois T. Caswell,	Feb'y, 1858.	Aug.	1859.
Anna C. Brackett,	Sept'r, 1858.	Aug.	1859.
Nancy J. Bigelow,	Sept'r, 1859.		
Frances E. Wadsworth,	Sept'r, 1859.		
Elizabeth G. Hoyt,	Sept'r, 1859.	Feb.	1860.
Martha E. Young,	Sept'r, 1860.		

TEACHERS IN MUSIC.

Joseph Bird.
Lowell Mason.

* George W. Pratt, A. M.,	1852.	Nov.	1852.
Benjamin F. Baker,	July, 1853.	Jan.	1854.
Osgood Colli-ter,	June, 1854.	Oct.	1854.
E. R. Blanchard,	March, 1854.		

Regarding the WESTFIELD School, we avail ourselves of information derived from Rev. Emerson Davis, D. D., one of the first members of the Board, and afterwards particularly connected with this school:

"The Normal Schools of this Commonwealth when first commenced were regarded as an experiment. They were located in places that would furnish, for three years gratuitously, the necessary accommodations. But when the experiment was sufficiently satisfactory to warrant their permanent establishment, it became necessary to locate them in places that were easy of access. A School was commenced at Barre in September, 1839, for three years, under the care of Professor Samuel P. Newman, who died in 1842, at which time the school was suspended. That town being distant from the railroads, it was thought best to remove it to some place on the line of the Western Railroad that would be central to the Western half of the State. It was two years before any acceptable offer was made. It was removed to Westfield, and re-opened in September, 1844, in a part of the Academy building, where it continued one term; and was then removed to a suit of rooms fitted up in the Town Hall, where it continued till a building was completed in September, 1846. During these two years it was under the care of Rev. Emerson Davis, pastor of the Congregational Church, who devoted to it as much time as he could spare from his other duties. He was in the school a short time every day, and instructed some classes, and lectured upon the theory and practice of teaching. Mr. William Clough, a graduate of Harvard, and whose reputation as a teacher stood high, was the principal instructor the first year, and Rev. P. K. Clarke, now pastor of a Church in South Deerfield, was the instructor during the second year. The school was small during these two years; it had some prejudices to encounter, and some obstacles to overcome. After dwelling in tents for two years the Normal building was completed,[1] one half of which was paid for by the citizens of Westfield; and Mr. David S. Rowe, of Rockport, and a graduate of Bowdoin College, secured as its permanent principal.

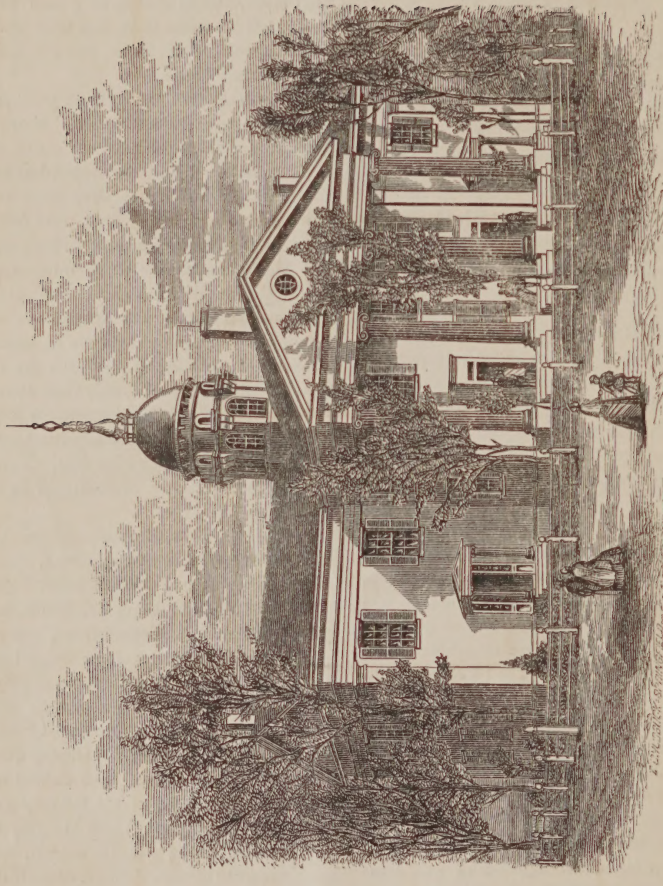
"The School, now being placed on a permanent basis, and in charge of a man who could devote all his time to it, and who understood the wants of the teachers, increased in numbers and usefulness.

"It was at first more like a good Academy than like a professional school. Much less attention was then given to the art of teaching than is now. Scholars were admitted for a single term, though they were expected to attend one year, in all. They were deficient in their knowledge of the first rudiments, and it was necessary to devote so much time to a thorough examination of the subjects taught, that but little time was devoted to modes of instruction, discipline, and the management of schools. Less time is required for teaching the elementary branches now than fifteen years ago, because the common schools have been much improved, and those admitted to the Normal Schools are better educated. This School is now more strictly professional in its character than formerly.

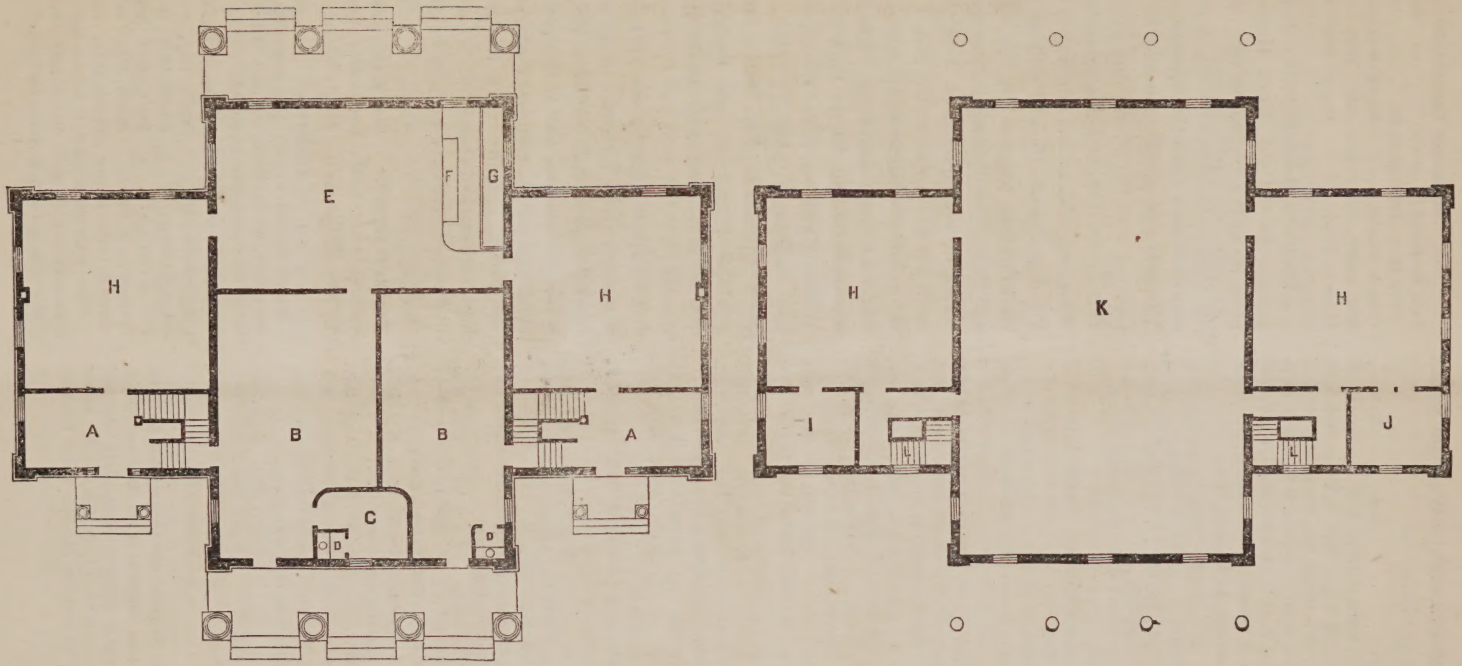
"In March, 1853, Mr. Rowe resigned, and set up a private school at Jarrytown, New York. It was without a Principal until September, 1854, when Mr. William H. Wells, a distinguished teacher in Newburyport, was appointed. During this interval the School was conducted by the assistant teachers, chiefly by Mr. John W. Dickinson, the present principal. Mr. Wells having been appointed Superintendent of Schools for the city of Chicago, resigned, and left in May, 1856. The School was conducted the remainder of the term by Professor Crosby, (now at Salem,) and Mr. Dickinson.

"In Sept., 1856, Mr. Dickinson, who is a graduate of Williams College, became its principal, under whose superintendence it has become deservedly popular, and is answering the end for which these schools were established."

[1] The building was dedicated September 3, 1846, when an address was delivered by President Humphrey, then a member of the Board. The right of the school district was subsequently purchased; and in the present year another necessary enlargement was had, which is just completed. Plans of the building, which we think the best in the State, are on the succeeding pages.



Exterior of the State Normal School at Westfield, Ms.



Plan of the State Normal School at Westfield, Ms.—The main edifice is 60 by 40 feet, not including the portico at each end. The wings are 25 by 38 feet each. A, A, Entrance Halls. B, B, Dressing Rooms. C, Wash Room. D, D, Closets. E, Chemical Laboratory. F, Pneumatic Cistern. G, Closet for Chemical Apparatus. H, H, H, H, Recitation Rooms. I, Teachers' Room. J, Room for Philosophical Apparatus. K, Principal School Room. L, L, Stairs.

The instructors of the Westfield School have been as follows:—

Principals.	Com.	Ended.
Prof. Sam'l P. Newman,[1]	Sept. 4, '39. dec.	Feb. 10, '42.
Rev. E. Davis, D. D.,	Sept. 4, 1844.	Sept. 3, '46.
Now pastor of 1st Cong. Ch., Westfield.		
David S. Rowe, A. M.	Sept. 3, 1846.	Mar. 1854.
Wm. H. Wells, A. M.,	August, 1854.	April, 1856.
Now Sup't of Schools, Chicago, Ill.		
John W. Dickinson, A. M.	Aug., 1856.	
Assistants.		
Samuel C. Damon,	Sept. 4, 1839.	
Now Seaman's Chaplain at Honolulu, S. I.		
* Nicholas Tillinghast,		
Afterwards principal of the Bridgewater School.		
Edwin E. Bliss,		
Now missionary at Marsovan, Turkey, Asia		
* Samuel A. Taylor.		
James S. Russell,		
Now teacher in Lowell High School.		
A. R. Kent.		
William Clough,	Sept'r, 1844.	Sept. 1845.
Rev. P. K. Clarke, A. M.	Sept'r, 1845.	Sept. 1846.
Now pastor of Orth. Cong. Ch., So. Deerfield, Ms.		
Miss Rebecca M. Pennell,	Oct'r, 1846.	July, 1849.
Afterwards Mrs. Rev. A. S. Dean, Yellow Springs, O.		
Miss Lydia N. Mosely,	March, 1848.	July, 1849.
Now Mrs. Sylvester Scott, Alexandria, Va.		
Sylvester Scott,	Sept'r, 1849.	Mar. 1850.
Now principal of Young Ladies' Institute, Alexandria, Va.		
Miss Jane E. Avery,	March, 1850.	July, 1853.
Edward G. Beckwith, A. M.,	Aug. 1850.	July, 1851.
Now president of Oahu College, Sandwich Is.		
* George A. Corbin,	August 1851.	Nov. 1851.
Almin B. Clapp,	Nov'r, 1851.	July, 1852.
Now of Southampton.		
J. W. Dickinson, A. M.	August, 1852.	Aug. 1856.
Now principal.		
Almin B Clapp,	March, 1853.	July, 1853.
Miss Melissa A. Woodbury,	August, 1853.	July, 1854.
Now Mrs. Almin B. Clapp.		
Miss Arexine G. Parsons,	August, 1854.	Dec. 1856.
Now Mrs. John W. Dickinson.		
Miss Eliza C. Halladay,	Sept'r, 1855.	Feb. 1860.
James C. Greenough,	August, 1856.	
(Absent from Sept. 1859, to Sept. 1860.)		
Miss Harriet A. Worth,	Dec'r, 1856.	Mar. 1857.
Miss Dora C. Chamberlain,	March, 1857.	
William B. Green,	Sept'r, 1858.	Aug. 1860.
Philo M. Slocum,	Sept'r, 1860.	
Miss Emeline Parsons,	Sept'r, 1860.	
Teachers of Vocal Music.		
Asa Barr,	Sept'r, 1844.	Sept. 1846.
Truman Crossett,	Sept'r, 1846.	Mar. 1852.
George F. Miller,	March, 1852.	Mar. 1858.
Asa Barr,	March, 1858.	
Teachers of Penmanship.		
Paul W. Allen,		Before 1844.
Now M. D., Barnstable, Ms.		
John A. Martin,	March, 1849.	July, 1849.
D. F. Brown,	July, 1849.	July, 1851.
James L. Martin,	August, 1852.	Mar. 1857.

[1] Samuel P. Newman was son of Mark Newman, of Andover, (see Quarterly, II. 236,) and born in 1796; graduated at Bowdoin College, 1817; was first professor of rhetoric there from 1824 to 1839; he was the author of the work on Rhetoric which bears his name.

The school at Bridgewater was commenced in the old Town House, which fitted up at the expense of the citizens of the place. In this building it remained and flourished until the summer of 1846. The generous private donation of $5,000, together with the $5,000 furnished by the State, then furnished this school as it did Westfield, with a new building. It being the first Normal School edifice actually built for that purpose on this continent, and its erection following close upon, and almost in consequence of, a bitter attack upon the whole system, the Board deemed the event of sufficient importance to demand a formal recognition. The building was dedicated on August 19, 1846. Hon. William G. Bates, of the Board, delivered the dedicatory address; Hon. Amasa Walker pronounced an oration before the graduates; and at the festival, Hon. Horace Mann and others made fitting addresses.

This school, like the one at Lexington, was particularly fortunate in the selection of its first principal, Nicholas Tillinghast, whose enthusiasm, and at the same time, clear and precise method of analytical investigation, speedily gave this school a high and marked character.

The teachers have been as follows:—

Principals.	Com.	Ended.
Nicholas Tillinghast,	Sept. 9, 1840.	June, 1853.
Marshall Conant, A. M.,	August, 1853.	Aug., 1860.
Albert G. Boyden,	Sept'r, 1860.	
Assistants.		

During the first, second, third, part of the seventh, the eighth, ninth, tenth, and part of the fifteenth terms, no Assistant was employed.

Thomas Rainsford, (part.)	March, 1841.	May, 1842.
Charles Goddard,	Sept'r, 1841.	early in '42.
James Ritchie,	August, 1843.	Oct'r, 1844.
Joshua Pearl,	Dec'r, 1844.	early in '45.
Christopher A. Green,	March, 1845.	Feb. 1847.
*Dana P. Colburn, (part.)	March, 1847.	June, 1847.
* Late principal of the R. I. Normal School.		
Joshua Kendall, A. M.	March, 1847.	Feb. 1848.
Now principal of R. I. Normal School.		

Miss Nancy Blackington,	March, 1847.	Nov.	1847.
*Dana P. Colburn,	March, 1848.	July,	1850.
Richard Edwards,	April, 1848.	Jan.	1853.
Now principal of St. Louis Normal School, Mo.			
Albert G. Boyden,	August, 1850.	Oct.	1853.
Now principal.			
Edwin C. Hewett,	Jan'y. 1853.	Dec.	1856.
Now teacher in the Illinois Normal University at Bloomington.			
Mrs. Sarah M. Wyman, (partially,)	Nov'r, 1853.	Feb.	1854.
Jairus Lincoln, Jr.,	March, 1854	July,	1855.
Now principal of High School at Yarmouth, Ms.			
Leander A. Darling,	Sept'r, 1855.	Aug.	1857.
Now teacher in Charlestown, Ms.			
Benjamin F. Clarke,	Sept'r, 1856.	Aug.	1857.
Now in Brown University.			
Albert G. Boyden,	Sept'r, 1857.	Aug.	1860.
Miss Eliza B. Woodward,	Sept'r, 1857.		
Miss Elizabeth Crafts,	Sept'r, 1858.	Feb.	1859.
Warren T. Copeland,	March, 1859.	Feb.	1860.
Principal of High School at Southboro', Ms.			
Charles F. Dexter,	March, 1860.		
James H. Schneider, A. B.	Sept'r, 1860.		

The SALEM Normal School building was dedicated September 14, 1854, an address being delivered by Ex-Governor George S. Boutwell, a member of the Board; this address, as is the case with the other similar addresses, is printed in connection with the next subsequent Annual Report of the Board. The school opened under flattering auspices, and has enjoyed a steady and advancing prosperity. Its library, consisting of between six and seven thousand volumes, is the largest of the Normal School libraries; it has increased within two years over three thousand volumes, with the cost of less than two hundred dollars to the State. This increase, with other advances, rendered enlargement necessary, which has recently been accomplished by alterations in the attic—one thousand dollars of the expense of which, came from one generous individual. The plan of this enlargement appears on page 12.

The teachers of this school have been as follows:—

PRINCIPALS.	COM.	ENDED.
Richard Edwards,	Sept.12,1854	Sept.30,'57.
Prof. Alpheus Crosby,	Oct. 29, 1857.	
ASSISTANTS.		
Martha Kingman,	Sept.12,1854.	
Elizabeth Weston,	Oct. 1, 1854.	July 26,'60
Lucy A. Tefft,	Apr.16,1855.	Feb. 12,'56.
Sarah R. Smith,	Mar.11,1856.	
Phebe A. Breed,	"	July 21,'57.
Olive P. Bray,	Mar. 9, 1858.	
Ellen M. Dodge,	"	
Mary E. Webb,	Mar.18,1858.	
Gertrude Sheldon,	Sep. 7, 1858.	July 26, '60
Anna M. Brown,	Sept. 5, 1860.	
Caroline J. Cole,	"	
Elizabeth Carleton,	"	
Eunice T. Plumer,	"	
TEACHERS OF MUSIC.		
E. Ripley Blanchard,	Sept.13,1854.	Feb. 9, 1859.
Sarah M. Eaton,	Mar. 9, 1859.	Feb. 9, 1860.
Elizabeth G. Hunt,	Feb. 29, 1860.	July 26, '60.
Lucy Kingman,	Sept. 5, 1860.	
OCCASIONAL ASSISTANTS.		
[1] Elizabeth T. Dike,	May 25, 1857.	July 21, '57.
[1] Napoleon H. Jerome,	"	July 17, '57.

[1] During a temporary absence of Miss Kingman on account of her health.

[2] Olive P. Bray,	Sept.28,1857.	Feb. 9, 1858.

[2] In the interval between the labors of the first and second Principal, and afterwards, to some extent, while a member of the Advanced Class.

LECTURERS.—Prof. Arnold Guyot, James C. Sharp, Esq, Rev. B. G. Northrop, Rev. John L. Russell, Miss Frances S. Cooke, M. D., Ephraim Brown, Esq., etc.

The Normal Schools bear the same relation, as to government, to the Board of Education, that common schools bear to the School Committee in undistricted towns. The more particular care of each school is confided to a sub-committee of Visitors, one of whose members, at least, with the Secretary, is present at the examination for admission of each class,—who conduct the examination at the close of each term,—visit the school at such intermediate times as seem proper,—and conduct all expenditures; in expenditures the visitors cannot exceed the sum allotted by the Board, nor can the Board exceed the amount specifically appropriated by the Legislature each year. The schools are open to the public at all times.

An applicant for admission, must be, if a male, at least seventeen; if a female, at least sixteen years of age, and must make an explicit declaration of an intention to become a teacher in the schools of this State; must give a pledge to remain in the school at least three consecutive terms,—(there are two terms a year,)—and to

observe faithfully all the regulations of the institution; must also present a certificate of good physical, intellectual and moral character, from some responsible person, and must pass a satisfactory examination in the common branches, viz:—Reading, Spelling, Writing, Defining, Grammar, Geography, Arithmetic, and History.

The course of study includes all the branches taught in common schools; the advanced course includes such branches as are required by law in High Schools. Appropriate diplomas are conferred upon those able to pass a rigid examination in either course.

Of the usefulness of these schools, it was not our purpose to speak. It will be allowable, however, to refer to the fact that on several occasions systematic efforts have been made to ascertain the public estimate of graduates employed as teachers; and in each case with flattering results. The eighth report of the Board (1845,) contains many testimonials upon this point. In 1858, the Secretary addressed a circular to the School Committee of each town in the State, asking information as to the success of these teachers. "Answers were received from 202 towns. Of these, 68 had never employed graduates of Normal Schools, and several others had employed a single graduate only for a brief period of time. Most of the Committees in those towns naturally declined to express an opinion upon the system. Of the Committees of the remaining towns, 11 are decidedly opposed to the schools, while 106 express themselves favorable, with degrees of feeling, from calm moderation to ardent enthusiasm, growing out of a long and satisfactory experience." Everything unfavorable in these replies, and a large part of those favorable, are printed, occupying 86 pages of the Report of the year 1859. So decided a testimony is unanswerable.

The following table gives the number of pupils who have entered the several Normal Schools, term by term; terms did not correspond, in the different schools, until 1855:

Year and Term.	Framingham.			Westfield.				Bridgewater.				Salem.		
	Females.			Males.	Females.	Total.		Males.	Females.	Total.		Females.		
1839, 1st,	12					For this whole period		..	..	..				
" 2d,	10	22						..	..	..				
1840, 1st,	14							7	21	28				
" 2d,	5	19						7	7	14	42			
1841, 1st,	11							9	9	18				
" 2d,	18							2	9	11				
" 3d,	..			75	90	165	165	3	7	10				
" 4th,	..	29				0		3	10	13	52			
1842, 1st,	9					0		4	8	12				
" 2d,	15					0		16	9	25				
" 3d,	11	35				0		9	8	17	54			
1843. 1st,	14					0		16	3	19				
" 2d,	6					0		26	7	33				
" 3d,	22					0		8	17	25				
" 4th,	17	59				0		..	..	..	77			
1844, 1st,	17					0		13	7	20				
" 2d,	13			23	26	49		10	10	20				
" 3d,	33			10	19	29		4	15	19				
" 4th,	19	82		..	..	..	78	..	..	..	59			
1845, 1st,	14			4	8	12		9	7	16				
" 2d,	27			8	7	15		20	18	38				
" 3d,	20	61		17	19	36	63	9	15	24	78			
1846, 1st,	16			13	11	24		14	16	30				
" 2d,	41			8	13	21		7	17	24				
" 3d,	21			4	16	20		4	9	13				
" 4th,	21	99		..	..	..	65	..	..	..	67			
1847, 1st,	15			6	7	13		2	9	11				
" 2d,	17			9	11	20		7	6	13				
" 3d,	..	32		8	11	19	52	6	4	10	34			
1848, 1st,	20			7	14	21		4	10	14				
" 2d,	31			11	15	26		3	7	10				
" 3d,	32	83		9	22	31	78	7	7	14	38			
1849, 1st,	12			13	26	39		11	12	23				
" 2d,	42			18	17	35		7	11	18				
" 3d,	45	99		2	19	21	95	7	9	16	57			
1850, 1st,	53			4	18	22		8	23	31				
" 2d,	38			7	16	23		9	13	22				
" 3d,	..	91		6	17	23	68	8	16	24	77			
1851, 1st,	62			4	11	15		8	24	32				
" 2d,	..			6	18	24		4	12	16				
" 3d,	..	62		3	14	17	56	9	15	24	72			
1852, 1st,	45			8	18	26		6	16	22				
" 2d,	25			3	18	21		12	20	32				
" 3d,	..	70		7	14	21	68	..	..	..	54			
1853, 1st,	24			—	22	22		8	12	20				
" 2d,	..			7	13	20		16	16	32				
" 3d,	..	24		7	3	10	52	2	3	5	57			
1854, 1st,	36			7	16	23		7	6	13				
" 2d,	21			3	30	33		4	5	9		—	—	
" 3d,	..	57		6	29	35	91	8	7	15	37	71	71	
1855, 1st,	12			14	35	49		10	23	33		42		
" 2d,	14	26		5	47	52	101	15	22	37	70	27	69	
1856, 1st,	17			11	33	44		8	28	36		37		
" 2d,	16	33		8	30	38	82	5	19	24	60	28	65	
1857, 1st,	18			6	21	27		17	19	36		44		
" 2d,	36	54		15	36	51	78	10	9	19	55	36	80	
1858, 1st,	28			11	27	38		13		37		33		
" 2d,	13	41		12	33	45	83	13	28	41	78	41	74	
1859, 1st,	31			14	36	50		23	12	35		52		
" 2d,	26	57		7	31	38	88	7	10	17	52	34	86	
1860, 1st,	20			9	30	39		14	22	36				
" 2d,	19	39		8	39	47	86	9	7	16	52	48	98	

SUMMARY.—Framingham, 1,157; Westfield, 1,449 (443 Males, 1,006 Females); Bridgewater, 1,222 (507 Males, 715 Females); Salem, 543. Total, 4.371,—less a small number re-entering at different times.

The number of graduates, that is of those whose who have fulfilled the prescribed course, is, of course, very much less. Up to the end of the first term in 1860, the number is as follows: Framingham, 740; Westfield, (?); Bridgewater, 813; Salem, 218.

The whole expense has been

For Support of Schools —	166.279.38
Aid to Pupils —	18.842.61
Exclusive of Buildings —	185,121,99
Total number of pupils —	4.371.
Making the average expense of	
each pupil —	$ 42.34

(Dec., 1888, 20,000)

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